DOCUMENT RESUME

ED 434 880 SP 038 815

AUTHOR Fernandes, Lydia
TITLE Value Personalisation: A Base for Value Education.
PUB DATE 1999-07-01
NOTE 24p.; Paper presented at the International Conference on Teacher Education (3rd, Beit Berl, Israel, June 27-July 1, 1999).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Foreign Countries; Higher Education; Interpersonal Competence; Modeling (Psychology); *Moral Values; Preservice Teacher Education; Role Models; Secondary Education; Secondary School Students; Secondary School Teachers; Social Values; *Student Teacher Attitudes; Student Teachers; Teacher Attitudes; Teacher Behavior; Teacher Influence; *Values Education
IDENTIFIERS India

ABSTRACT

This study examined the impact of the Value Clarification Action Plan on the quality of values education for secondary school students. The study identified values to be modeled through teacher behavior, created an action plan for preservice teachers through the values clarification process, trained students in values personalization, helped teacher trainees in preparing lesson plans that integrated values, and identified the impact of value personalization on the quality of their teaching values in the classroom. A group of 40 out of 100 teacher trainees at one college in India participated. The study involved five phases: preparing the values clarification action plan; planning for values personalization; training for the integrated approach to values education; post-treatment testing; and analysis of the data. Data analysis indicated that the guidance and motivation provided to teacher trainees to clarify values by identifying them, to prepare action-oriented strategies, and to practice values using the action plan and giving value-integrated lessons created significant positive changes in personalizing values. Their experiences developed in them the ability to see beyond words and images, to find the real depth and meaning in whatever happened in life. The personalization of values provided a strong base and foundation for effective values education and helped teacher trainees have consistency in their teaching and practice. (SM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 434 880

# Value Personalisation : A Base for Value Education

* *Dr.(Sr.) Lydia Fernandes,*
*Prof.-cum-Principal,*
*St. Ann's College of Education,*
*Mangalore - 575 001,*
*SOUTH INDIA.*

## The Present Scenario

> In recent times, there has been perceptible universal decline of basic moral values. The phenomenon, acquires a special poignancy for us in India, considering our great civilisation and heritage. Our education institutes which have not escaped the impact of its pervasive value decline, have a special responsibility to respond to the situation with great concern and subtlety, playing a vital role in value education... It should become an integral part of the entire process and school climate.
>
> (Towards an Enlightened and Human Society :
> National Policy on Education, 1986 - A Review, 1990)

This call to education as emphasised in the National Policy on Education (NPE, 1986), implies a challenge in terms of the basic mandate to education, in guiding the child. The responsibility of education could be spelt out as; helping to child to grow and develop himself/herself :

***as a LEARNER in pursuit of knowledge;***

***as a WORKER gaining through and contributing to productivity;***

***as a CITIZEN living in the spirit if values cherished by the society, e.g., secularism, socialism, democracy, equality;***

***as a PERSON in quest of humanism, empathy, devotion, sympathy.***

---

* **Paper presented at the Third International Conference on Teacher Education, Theme - Almost 2000 : Crises and Challenges in Teacher Education, 27 June, 1999 to 1 July, 1999, at Beit Berl College , Beit Berl 44905, Israel.**

SP038815

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. Fernandes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

To be a person in any satisfactory sense is to have a characteristic way of life - system of ideals and values that one has adopted as one's own and to which one has declared allegiance. Not only the quality of life, but also its intensity, creativeness and persistence depend on the possession of definite aims. When such principles are lacking, personal existence loses its zest and meaning; life seems, stale and unprofitable and personality decays for want of an integrating objective. An EDUCATED person whose information and ability are directed to no personally appropriate worthy ends is a menace to oneself and to society. A society educated to no coherent way of life is likewise by its very learning made the more prone to disease and degeneration. Indeed, the most important product of education is a constructive, consistent and compelling system of values around which one's personal and social life may be organised. Unless teaching and learning provide such a focus, all the knowledge and skills acquired are worse than useless.

Never before in human history have the requirements of education been so exacting as today. This is clearly evident in view of the staggering volume of new knowledge and techniques which is being continually produced and which must be put to use in the management of the indescribably complex mechanism of modern civilisation. Progress implies change and change necessitates a shift in aims. To be relevant, education must reflect this deviation in emphasis. With the evolution of the old, the emergence of the new values, and the resultant crisis in value clarification, value education must meet the demand to set fresh goals for attainment in the personal, emotional, social, cultural, moral and spiritual fields of human development.

**Value - What it Implies :**

As defined by Kluchohn (1957), a value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of these desirable which influences the selection from available modes and ends of action. It is a price, worth or importance of a thing or mode of action rendering it useful and estimable in the development of one's personality.

...3.

Value - areas are differentiated according to the choices of modes of action adopted in the attainment of the ultimate goals and ends. These have a direct relevance to dimensions related to integrated personality development.

Values are classified on such a basis, one being : Ethical Values, Organic Values, Recreational Values, Economic Values, Political Values, Personal Values, Intellectual Values, Spiritual Values. Many such classifications are available. In view of the main function of education to develop an integrated personality, the areas listed below, are viewed as aspects for the development of various capacities, like,

* the values of health, strength, stamina and discipline show one's physical capacity;
* the values of courage, confidence, love and dedication show one's emotional capacity;
* the values of clarity, rationality, sobriety and impartiality show one's intellectual capacity;
* the values of honesty, purity, fairness and justice show one's moral and spiritual capacity;
* the values like kindness, politeness, service, fellow feeling show one's social capacity; and
* the values of dignity of labour, adaptability, hard work, economy, respect for service show one's vocational capacity.

In order to develop an integrated personality and to render learners to contribute their best to themselves and to the society, value oriented education needs to be one of the main objectives of the educational programme.

## Need for the Study :

As far back as 1948 - 49, the University Education Commission, India asserted, 'If we are not prepared to leave the scientific and the literacy training of pupils to the home and the community, we cannot leave training in values to those. The child is robbed of its full development, if it receives no guidance in early years towards a recognition of salient values of life'. This emphasis

...4.

naturally points to the role and responsibility of teacher training institutions to prepare teachers who can become powerful instruments of value inculcation by learners. Teacher Training Colleges, being the natural set up for preparing teachers, teacher educators have a major responsibility to evolve strategies and approaches to fulfil this objective.

There seems to be three generally used approaches in value oriented education, namely, the Direct Approach, referring to deliberate and systematic instruction provided on values; the Indirect Approach using curricular and co-curricular activities to develop values and the Incidental Approach, consisting in passing on of some value instruction or advice whenever a situation or an incident demands it.

The typology of value education approaches developed by Douglas Superka (1976) sets forth five basic types of techniques. They are Inculcation, namely, attempts to instil desirable values in students mainly by providing models, simulation, discovery and reinforcement. The Moral Development Technique is based on the work of Piaget and Kohlberg, emphasising cognition - reasoning and thinking - using value dilemnas and decision making. The Value Analysis Technique involves rational/logical and scientific thinking to resolve value issues. Action learning is to provide students with the opportunity to act on their values through actual experiences. Value Clarification Strategy evolved by Raths, et.al., (1966) is to help students to become emotionally aware of their own values by examining their own feeling and thinking rationally, and thus identifying the values by making decisions on these values.

Realising the responsibility of teacher training colleges to prepare teachers with capability to teach values, and being aware of the need to find the most effective approaches to fulfil this objective, the investigator, who is also a teacher educator attempted to find specific approaches to value education, and in the process, was confronted with the following issues,

...5.

Is there a real need to prepare teacher trainees for value education ?
Could this need involve imbibing of value oriented capacities by the teacher trainees themselves?
Can they be effective in guiding their students to learn values, as specific modes of conduct ?
In there a specific approach to achieve this goal ?
Given the definition of value as a specific mode of conduct, does value education demand personalisation and modeling ?
Would there be a positive impact if value education techniques are backed up by value personalisation ?

The investigator perused a number of research studies from different countries to find an answer to these queries.

Several studies have empahsised the need for value education and have even pointed out specific values which need to be inculcated. Fasko, Daniel; Osborne, Jeanne; Grubb, Deborah (1997) in their study on 550 Kentucky High School students, identified values to counter teen violence, crime, drug abuse and other behaviours causing concern to parents and educators, as essential to be a part of education. Lockett, Gretchen C, (1994) made a strong case for the inculcation of values like tolerance, excellence, persistence, decency, honour and nonviolence to meet the thros of societal change. Rani (1968) noted that respect, forgiveness and 'Punya' were the most frequently practised moral values in everyday behaviour. De(1974) found dutifulness, sincerity, co-operation, conformity to school rules, honesty, loyalty and respect to be essential values for the consideration of education.

While the need for value education seems to be evident, attempts made to find effective approaches for value education would provide a direction in this regard. Kelch, Beverly Barnes (1992) found the humanistic education using discussion, role-playing, writing observation and self-evaluation could serve as a powerful way to students to explore their values and thus bring

...6.

about significant changes in their life style. Suhor, Charles; Suhor, Bernard (1992) debating on values to be taught in American schools, have emphasised the need of inculcating values embodied in the curriculum on literature. Rainer, Howard T (1988) has brought out a manual with workbooks to guide youth to build their self-concept and spiritual strength.

In India, Haq (1973) analysed the Hindi, History, Civics and English text -books; Chaudari (1974) Chaudhari (1976) the Hindi text books; Pillai (1976) the English and Tamil text books; Susheela (1977) the Social Studies text books; Rajgopal (1989) the Tamil text books. They noted the need for the presentation of values in the curriculum in a systematic manner, to assist the teachers to use them towards value education.

Lanke, Barbara and others (1991) highlighted the need for educators to return to direct and indirect teaching of positive values. Lickona, Thomas (1997), suggested that in order to become a school of character, institutions work at a deliberate whole-school effort to create a community of virtue, respect, honesty, kindness, hard work and self-control modelled, taught, experienced and practised in every day operations. MacCallum, Judith (1993) reports a study on twenty-four Australian secondary teachers before and after an inservice programme on the whole-school approach to discipline and notes that the higher disciplined teachers provided more perspective and guidance than those in low moral judgment group. Spencer, Albert F (1996) considered that an individual approach to teaching-coaching practices build students' ethical decision making skills and develops character. Ediger, Marlow (1995) opted for classroom discussions based on current controversial issues to provide a basis for value clarification and value decision making.

Miller, Darcy; Fejes, Mendoza; Eggleston, Carolyn (1997) make a strong case for a holistic, need based programme for value education and Titus, Dale N (1994) presents a long list of strategies for teaching values which include, educating the whole person by focusing on student knowledge, behaviour and feeling; choosing content that honours and rewards virtue as

...7.

exemplars, and encouraging reflection on them; using quotes, pledges, codes and guidelines; communicating clearly; consistently,sincerely, with high expectation of all students; developing student skills in resisting peer pressure, maintaining self-respect, and resolving conflicts in non-violent ways; being a good role model through positive personal example; using and requiring respectful language, using the creation of, and even-handed enforcement of just classroom rules to teach core values like compassion, courage, courtesy, fairness, honesty, kindness, loyalty, perseverance, respect and responsibility; reinforcing the diligent work and virtuous behaviour of students with praise and appreciation; correcting unethical, immoral, and disrespectful behaviour or become an enabler; having students work together co-operatively in heterogeneous groups; involving peers, parents and community; encouraging students involvement in community service; and teaching not preaching.

The investigator noted with keen interest this concern for teaching values by investigators who have identifed and tried several techniques, not mainly for pre-service education but have worked on finding the effect of in-service training on value inculcation (MacCullum, Judith, 1993). This led the investigator to make an attempt to train pre-service, B.Ed. teacher trainees at St. Ann's College of Education, Mangalore, India in value education techniques, in particular, through the Integrated Approach to Value Clarification and more urgently to study whether an effort towards guiding teacher trainees in value clarification and value personalisation through an Action Plan, would have a positive effect on the quality of their teaching values in the classroom.

**Title of the study :**

The effect of the Value Clarification Action Plan strategies on the personalisation of values by the B.Ed. teacher trainees and its impact on the quality of value education to secondary school pupils.

...8.

## Objectives of the Study :

i) to identify the values to be modeled through teacher behaviour;

ii) to evolve and prepare an Action Plan for B.Ed. teacher trainees through the Value Clarification Process;

iii) to train the students towards value personalisation, by maintaining a Diary to record their experiences and efforts at practising action strategies from the Action Plan;

iv) to find out the effect of the Action Plan, on value personalisation of the teacher trainees;

v) to guide teacher trainees to prepare value integrated lesson plans, to be used during the normal classroom lessons/teaching;

vi) to identify the impact of value personalisation on the quality of their teaching values in the classroom.

## Sample of the Study :

The sample consisted of forty out of one hundred B.Ed. teacher trainees of St. Ann`s College of Education, Mangalore five each from the teaching method specialisations, namely, Kannada, English, History & Civics, Geography, Chemistry, Biology, Physics, Mathematics, selected randomly.

## Procedure of the Study :

The study was conducted in Five Phases. A schematic presentation of the same is given below:

...9.

**Phase I : Preparation of Value Clarification, Action Plan**

Step 1 : curriculum orientation

Step 2 : identification of values in Course Objectives.

Step 3 : drafting value action strategies and compiling Action Plan.

**Phase II : Planning for Value Personalisation**

Step 1 : evolving rating scale on Action Plan

Step 2 : administration of Rating Scale

Step 3 : guiding the maintenance of personal Diary

**Phase III : Training for Integrated Approach to Value Education**

Step 1 : identification of value embodied in content and locating the plug point

Step 2 : preparation of value integrated lesson guideline

Step 3 : finalisation of classroom lesson plan

**Phase IV : Post Treatment Testing**

Step 1 : administration of Rating Scale

Step 2 : administration of Questionnaire on Value Integration

**Phase V : Analysis of the Data**

Step 1 : quantitative analysis - Cumulative Percentage Frequencies
Ogive and 't' test

Step 2 : qualitative analysis - analysis of personal diary
analysis of questionnaire responses.

...10.

## Details on the Phases of the Study :

**Phase I : Preparation of the Value Clarification Action Plan**

**Step 1:** The B.Ed. teacher trainees were given an orientation on the B.Ed. Course Curriculum, the nature of its implementation and on the philosophical outlook of the institution as highlighted in its motto : Lighted to Light. The objectives of the course, presented in the College Brochure, were clarified and their responsibilities as teachers was discussed.

**Step 2** : The teacher trainees were guided to identify the values embedded in the College Objectives using the Brain Storming Technique. with the help of the analytic approach and discussion, these values were classified and categorised under two broad heads, namely, Sincerity and Sharing.

**Step 3** : i) The teacher trainees framed action oriented strategies using clear, specific , concrete terms, inorder to practise these values through the curricular and co-curricular programmes involved in the B.Ed. course and during their leisure time.

ii) The action strategies were evolved in the context of the four levels under which the college objectives were framed, namely, Spiritual Level, Intellectual Level, Emotional Level, Social Level. They were further refined and compiled as the 'Value Clarification Action Plan' (Appendix)

**Phase II : Planning for Value Personalisation**

**Step 1** : The investigator used the Value Clarification Action Plan as the four-point, Pre-test, Post-test Rating Scale, providing for 4,3,2,1 scores from the high to low degree of choices. Specific instructions were provided to indicate that the rating was meant to indicate the present status in terms of future oriented statements.

**Step 2**: The Rating Scale was administered to the sample selected for the study. Scoring was done as per the scores provided for the responses.

**Step 3** : Each of forty teacher trainees was presented with a copy of the Value Clarification Action Plan. It was discussed with them to provide personal guidance and motivation to practise the action strategies meaningfully. Each teacher trainee was given a Diary with instructions to record their daily experiences, based on their :

...11.

i) efforts at practising specific action strategies from the Value Clarification Action Plan.

ii) experiences regarding the value action strategies practised becoming a part of their life style/personalised.

**Phase III : Training for Integrated Approach to Value Education**

The teacher trainees were interned in eight local secondary schools for practice-in-teaching. They were required to teach twelve lessons in their methodology specialisation during internship in schools. The investigator trained the teacher trainees to teach two of these lessons integrating the teaching of a value, embodied in the content of the lesson, using the 'value integrated teaching technique'.

The National Curriculum Framework of the Indian National Council for Educational Research and Training (NCERT), 1988, recommended that integrating values in teaching should be the very fabric of education. The NCERT provided the definition, 'An approach which identifies values implied in the curriculum content and strengthens teaching by helping learners to personalise them in the process of learning the subject, could be termed as the Integrated Approach to Value Education. Further, the point where the value identified can be given emphasis for personalisation and integration into the content, is termed as the Plug Point.

The investigator used the concept of the Integrated Approach to Value Education at the Plug Point and evolved the value Integrated Teaching Technique Guideline. In the Value integrated teaching technique the teacher teaches the regular lesson using the classroom teaching techniques normally used. At the end an appropriate phase of the lesson, conducive as the Plug Point, the teaching of the value is taken up, for which the Guideline evolved by the investigator was used. The sample of a lesson using the Value Integrated Teaching Technique is given below :

...12.

**Title of the Lesson** : Electricity
**Value Identified** : Using Life's Benefits with Care and Economy.
**Objectives of Value Teaching** : to imbibe a sense of not wasting life's benefits but using them with care and economy.
**Time** : 45 minutes
**Methodology** : Herbatian Steps, using the Discussion-cum-Demonstration Method, with the following steps.

**Step 1** : Introduction to the Lesson
**Step 2**: Presentation of the Lesson.
Stage I : Teaching Point 1 : Production of Electricity
Stage II : Teaching Point 2 : Electric circuits
Stage III : Teaching Point 3 : Effects of Electric Current
i) utilisation of electricity through appliances
ii) quantum of heat depends upon length and thickness of conductor
iii) quantum of heat increases with number of coils used
(This point is used as the Plug Point for Integrating the Value)

**Value Integrated Technique - Duration 2 to 3 minutes**

**1 : Identification of Value by students**
Tr : (presents pictures of electric geyser and solar heater)
In what way do the two differ ?
P : One consumes electricity, the other uses the natural resource
Tr : What happens when we use the electric geyser ?
P1 : A lot of electricity is consumed.
P2 : We have to pay high bills.
Tr : What other electric gadgets consume high electricity ?
P : iron, stove, immersion rod.

**2 : Value analysis**
Tr : Do you think we could use these gadgets as we want ?
(A debate takes place on the pros and cons)
Tr : What do you think we could do to use electricity well ?

P1 : We should be careful in the use of electricity.
P2 : We should learn that electricity generated has to be shared by all.
P3 : We could find ways of saving electricity
Tr : How can we save electricity ?
P1 : We could use natural sources of energy, like solar gadgets.
P2 : We could plan its use, e.g., ironing clothes at one time and not switch on the iron to iron clothes one at a time.

**3 : Value choice/acceptance :**
Tr : What would you do to economise electricity ?
(The pupils write their resolve in their scrap book).

...13.

Stage IV : (Continuation of the Lesson)
Teaching Point 4:Magnetic Effects of Electric Current

**Step 3** : Recapitulation/Evaluation of the Lesson

**Step 4** : Conclusion and Assignment.

The teacher trainees were provided with the Guideline of the Value Integrated Teaching Technique. They were guided to prepare two lesson outlines each, out of twelve teaching lessons, in their respective teaching method specialisation, using the Guideline on the Technique provided to them.

**Phase IV : Post - Treatment Tests**

**Step 1** : On return to college after the six - week internship programme in schools, the B.Ed. teacher trainees were administered the same Value Clarification Action Plan Rating Scale as the Post-test.

**Step 2** : The investigator administered a questionnaire to the teacher trainees with the following three questions, in order to study the impact of the personalisation of values with the help of value action strategies, on the value integrated lessons taught by them:

i) Did you find the value integrated lesson different form your other lessons ? Give reasons.
ii) What personal impact did the Value Clarification Action Plan have on you, in teaching value integrated lessons ?
iii) What according to you were student learnings through these lessons ?

**Phase V : Analysis of the Data**

**Step1** : The Pre-test and Post-test scores obtained from the Rating Scale were recorded and analysed quantitatively by finding the Cumulative Percentage Frequencies, through the Graphical Representation of the same with the Ogive and by applying the 't' test to the difference in scores, to find the effect of the Action Plan on B.Ed. teacher trainees in personalising values.

...14.

**Step 2** : The Diaries recorded by the teacher trainees were subjected to qualitative analysis to study qualitatively the effect of the Action Plan in personalising values by the B.Ed. teacher trainees.

**Step 3** : The questionnaire administerd under Phase IV (step 2) was analysed quantitatvily and qualitatively to find the impact of the Personalisation of Values on teaching values.

## Findings of the Study :

The data was analysed and discussed using both quantitative and qualitative analysis.

### A. Quantitative Analysis

The following table gives the Cumulative Percentage Frequencies of the Pre-test and Post-test scores on the Value Clarification-Action Plan, Rating Scale, as indicated by B.Ed. teacher trainees.

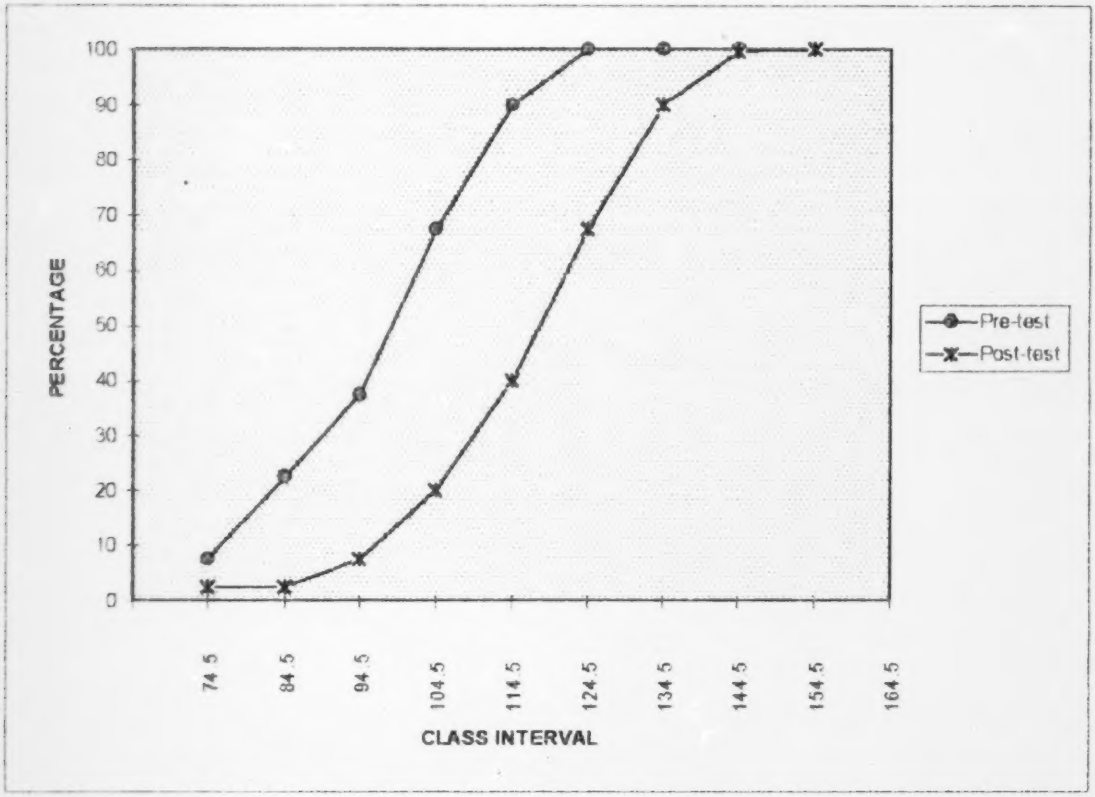
**Table 1 : Cumulative Percentage Frequencies on the Value ClarificationAction Plan, Rating Scale.**

| | Pre test | | | Post Test | | |
|---|---|---|---|---|---|---|
| Class interval | f | C F | % F | f | CF | % F |
| 160 - 169 | - | - | 100 | 1 | 40 | 100 |
| 150 - 159 | - | - | 100 | 3 | 39 | 99 |
| 140 - 149 | - | - | 100 | 9 | 36 | 90 |
| 130 - 139 | - | - | 100 | 11 | 27 | 67.5 |
| 120 - 129 | 4 | 40 | 100 | 8 | 16 | 40 |
| 110 - 119 | 9 | 36 | 90 | 5 | 8 | 20 |
| 100 - 109 | 12 | 27 | 67.5 | 2 | 3 | 7.5 |
| 90 - 99 | 6 | 15 | 37.5 | 0 | 1 | 2.5 |
| 80 - 89 | 6 | 9 | 22.5 | 1 | 1 | 2.5 |
| 70 - 79 | 3 | 3 | 7.5 | - | - | - |

...15.

## Graphical Representation :

Ogive showing the Cumulative Percentage Frequencies of the Pre-test and Post-test scores on the Value Clarification - Action Plan, Rating Scale indicated by the B.Ed. teacher trainees.




The Post-test Ogive has higher scores and it lies to the right of the Pre-test Ogive. The graph also shows a considerable difference between the two curves throughout, showing a gain in the rating given by the B.Ed teacher trainees regarding the degree to which they had imbibed the values indicated in the Rating Scale on the Value Clarification Action Plan.

...16.

The median value of the Pre-test Ogive is 103.5 and the median value of the Post-test Ogive is 119.5, which again points to the difference in the two sets of scores on the rating for Value Clarification Action Plan, by the B.Ed. teacher trainees. It is evident from the scores that there was a considerable gain in scores in terms of personalising values indicated through action strategies, by the B.Ed. teacher trainees. The following table gives the mean, SD, and 't' value of the scores on Value Clarification - Action Plan, Rating Scale.

| | N | Mean | SD | r | SED | 't' | Result |
|---|---|---|---|---|---|---|---|
| **Pre-Test** | 40 | 101.65 | 15.15 | 0.63 | 2.07 | 14.21 | significant at 0.01 level |
| **Post-Test** | 40 | 131.00 | 15.31 | | | | |

From the table it is observed that the 't' value is significant at 0.01 level . This indicates that the mean of the Post-test scores on personalising Value Clarification Action Plan differed significantly. This proves that the strategies used to motivate and guide the B.Ed. teacher trainees to personalise values had a positive and favourable effect on them.

**B. Qualitative Analysis**

I. Personal Diary : The investigator analysed the Diary recordings of the forty B.Ed. teacher trainees. They had recorded their:

i) efforts at practising the action strategies form the Value Clarification Action Plan;

ii) experiences on any of those values becoming a part of their life style/personalisation

....17.

The qualitative analysis was done based on the component values in the action plan, as reflected in the diary recorded by them. Percentages on the responses made by the teacher trainees was found out.

The analysis is given below:

| | |
|---|---|
| 1. Sincerity in Effort at Spiritual Level | |
| • turned to God in trust and in reflective prayer : | 90% |
| • remembered the people of all religions as brothers and sisters during communal riots : | 60% |
| 2. Sharing Effort at Spiritual Level | |
| • used all the lessons I taught for value experience sharing : | 100% |
| • participated wholeheartedly with companions, in prayer sessions : | 95% |
| 3. Sincerity in Effort at Intellectual Level | |
| • worked at being hard working and systematic from being disorganised person : | 60% |
| • accepted feedback on teaching with an open mind : | 95% |
| 4. Sharing at Intellectual Level | |
| • shared ideas, constructive feed back and teaching material companions in difficulty : | 60% |
| • helped weaker pupils with coaching and guidance : | 40% |
| 5. Sincerity in Effort at Emotional Level | |
| • worked at self-improvement by looking at my strengths and weaknesses : | 70% |
| • acknowledged my weaknesses and apologised when hurt others : | 40% |
| 6. Sharing Efforts at Emotional Level | |
| • appreciated pupils and talked to them warmly : | 90% |
| • encouraged and gave positive feedback to companions : | 80% |
| 7. Sincerity in Effort at Social Level | |
| • talked and made myself available to others when wanted to be alone : | 60% |
| • showed interest in the concerns and needs of companions/ students : | 80% |
| 8. Sharing at Social Level | |
| • participated enthusiastically in comp/tour/service programmes : | 100% |
| • talked to the rural poor people/children with love at community service programmes : | 70% |

...18.

More than 90% of the teacher trainees had recorded that they had a good and happy feeling within because of the sincere efforts they had put in to practise the value action strategies. They also stated that they were doing its spontaneously. About 80% had expressed that while giving value integrated lessons they did self-examination to see if they were practising what they were teaching and very often they had a positive answer.

It can be observed that the efforts at personalising value oriented action strategies were almost by all the teacher trainees; while their efforts varied on specific deeds, their experiences were similar. This is indicative of the personalisation of values among B.Ed. teacher trainees supporting and emphasising the quantitative finding of the study.

II Questionnaire : In view of studying the impact of personalisation of values by the B.Ed. teacher trainees, on teaching of values using the value integrated approach, a questionnaire consisting of three questions was administered to them.

Their responses were analysed giving percentage value to them.

| Question 1 : Did you find the Value Integrated Lessons different from your other lessons ? Give reasons. | |
|---|---|
| The response was an overwhelming 'Yes' by 100% of the students. The main reasons were : | |
| • the lessons were personalised, related to their needs and experiences : | 90% |
| • provided opportunities for critical analysis and value clarification : | 60% |
| • maximum student involvement and zest to learn : | 80% |
| • become aware that values can be integrated to any lesson, not only humanities : | 40% |

| Question 2 : What personal impact did the Value Clarification Action Plan have on you, in teaching Value Integrated Lessons ? | |
|---|---|
| • gave a conviction, 'to teach values one has to live values' : | 80% |
| • did self-evaluation while preparing for and teaching value integrated lessons : | 50% |
| • value integration is more convincing than value discourses : | 30% |
| • developed an ability to see beauty beyond words and deeds : | 40% |
| • spontaneously integrated values while teaching the other lessons as well : | 60% |
| • decided to continue writing the diary in the future : | 40% |

...19.

| Question 3 : What according to you were pupils learnings ? | |
|---|---|
| • developed a care and concern for persons and things around : | 50% |
| • used the value based lessons as role plays during school assembly : | 20% |
| • expressed everything around exudes and breathes values : | 40% |
| • stated they have come across several role models in thier lessons : | 20% |

The observations indicate that personalisation takes places when experiences are real and meaningful. The human person is receptive to positive experiences which in turn brings about spontaneous personality change. It, in turn, has transfer effect as noticed in the pupils. It could be concluded that providing experiences is better teaching than mere rhetoric.

## Discussion and Conclusion of the Study :

The above findingsindicate that :

i) The guidance and motivation provided to the B.Ed. teacher trainees to clarify values by identifying them, to prepare action oriented strategies, and the opportunities provided to them to practise Values using the Action Plan, writing the diary and to give value integrated lessons, had effected a significantly positive change in personalising values. This is supportive of the findings of MacCullum (1993) who studied the effect of training in discipline given to in-service teachers on their providing guidance on discipline to their students. Value personalisation by pre-service teachers can go a long way not only in motivating their pupils towards value oriented living, but will also make them effective models to their pupils who look up to teachers as significant persons in their life.

ii) The qualitative analysis points to the fact that one's living, positive experience has its transfer effect as indicated by their responses. Their experiences developed in them, an ability to see beyond words and images, to find the real depth and meaning in whatever happens in life. Value identification became a way of life, by spontaneously identifying values in the other lessons taught by them. This provides an additional testimony to the study of Suhor and Suhor (1992) who have emphasised the need for inculcating values embodied in the curriculum on

... 20.

literature. This study shows that values are embodied in every subject of study, both humanities and science subjects, providing a helpful plug point to identify and imbibe values.

iii) Personalisation of values by a teacher provides for a strong base and foundation for effective value education. As pointed out emphatically by teacher trainees there was consistency in their teaching and practising. The Father of our Nation, Mahatma Gandhi, whose life and words were perfectly integrated, pointed out when met with inconsistency in life, 'Your actions are so loud that I cannot hear what you say'. We could conclude that, in order to teach values, the teacher needs to BE that value to the learners.

## References :


1. Fernandes, Lydia (Sr.); Clare, M. (Sr.) : **Integrated Approach to Value Education (ClassroomStrategies),** St. Ann's College of Education, Mangalore - 575 001, 1994.
2. Linus, M. (Sr.), : **Values in Action**, St. Ann's College of Education, Mangalore - 575 001, 1994.
3. Passi B. K.; Singh, P., : **Value Education**, National Psychological Corporation, Agra -282 004, 1991.
4. Scott David : **Value Education in an Age of Crisis of Identity**, New Frontiers in Education, October-December 1987, Vol. XVII, No.4 Pages 65 - 82.
5. Seshadri, C.; Khader, M.A.; Adhya, G.L. : **Education in Values**, National Council of Education Research and Training, Sri Aurobino Marg. New Delhi - 110 016, 1992.
6. Swadesh, Mohan : **Value Oriented Education**, National Psychological Corporation, Agra - 282 004, 1989.
7. Venkataiah, N; (Ed.) : **Value Education,** APH Publishing Corporation, New Delhi - 110 002, 1998.


...21.

**Appendix**

**ST. ANN'S COLLEGE OF EDUCATION, MANGALORE - 575 001.**

VALUE CLARIFICATION ACTION PLAN FOR B.ED. TEACHER TRAINEES - 1998-99.

**OBJECTIVE ONE - SPIRITUAL LEVEL**
SINCERITY

| | high | much | some what | low |
|---|---|---|---|---|
| 1. I will pray sincerely and attend prayer sessions organised, as my personal need and not because I have to. | ( ) | ( ) | ( ) | ( ) |
| 2. I will use the thoughts given at the morning assembly to grow to be a more genuine person. | ( ) | ( ) | ( ) | ( ) |
| 3. I will sincerely believe that all my companions and all the people are my brothers and sisters, irrespective of their religion, caste or class. | ( ) | ( ) | ( ) | ( ) |
| 4. I will visit the Prayer Room/Chapel everyday to pray to God to make me a sincere and good person. | ( ) | ( ) | ( ) | ( ) |
| 5. I will make a sincere effort to be a deeply prayerful person all my life. | ( ) | ( ) | ( ) | ( ) |

SHARING

| | | | | |
|---|---|---|---|---|
| 6. I will use my prayer time to pray for the poor and those in need. | ( ) | ( ) | ( ) | ( ) |
| 7. I will participate in spiritual celebrations as a sign of sharing fellowship with my companions. | ( ) | ( ) | ( ) | ( ) |
| 8. I will take trouble to prepare well to give the thought for the day and to lead the assembly. | ( ) | ( ) | ( ) | ( ) |
| 9. I will share my spiritual and prayer insights with others that they may benefit from them. | ( ) | ( ) | ( ) | ( ) |
| 10. I will join in singing Bhajans and spiritual song as an occasion to pray with my college group. | ( ) | ( ) | ( ) | ( ) |

**OBJECTIVE TWO - INTELLECTUAL LEVEL**
SINCERITY

| | | | | |
|---|---|---|---|---|
| 11. I will be sincere to see that no lie passes through my lips. | ( ) | ( ) | ( ) | ( ) |
| 12. I will be sincere in preparing my own lesson plans, assignments and teaching aids. | ( ) | ( ) | ( ) | ( ) |

...22.

| | high | much | some what | low |
|---|---|---|---|---|
| 13. I will work at really listening to the lectures and not merely pretend to listen. | ( ) | ( ) | ( ) | ( ) |
| 14. I will give an honest and sincere feedback to my companions about their lessons and performance. | ( ) | ( ) | ( ) | ( ) |
| 15. I will be sincere about being regular to college and not stay away giving excuses. | ( ) | ( ) | ( ) | ( ) |

SHARING

| | | | | |
|---|---|---|---|---|
| 16. I will work at building positive physical and mental health so that I can serve others with vigour. | ( ) | ( ) | ( ) | ( ) |
| 17. I will use my talents and abilities to help my companions and students with difficulties in studies. | | | | |
| 18. I will share my ideas during lectures, discussions, lesson plan discussions and group activities. | ( ) | ( ) | ( ) | ( ) |
| 19. I will express my views and suggestions when I have ccasions to give feedback programmes and activities. | ( ) | ( ) | ( ) | ( ) |
| 20. I will collaborate and cooperate in working at keeping our campus and surroundings clean and green. | ( ) | ( ) | ( ) | ( ) |

OBJECTIVE THREE - EMOTIONAL LEVEL
SINCERITY

| | | | | |
|---|---|---|---|---|
| 21. I will be sincere with myself by accepting my strengths and weaknesses. | ( ) | ( ) | ( ) | ( ) |
| 22. I will sincerely do introspection and self-criticism about the strengths and weaknesses of my lessons and other work. | ( ) | ( ) | ( ) | ( ) |
| 23. I will sincerely work at overcoming my shortcomings. | ( ) | ( ) | ( ) | ( ) |
| 24. I will readily acknowledge my faults and apologise when I hurt others. | ( ) | ( ) | ( ) | ( ) |
| 25. I will sincerely accept the faults of others and forgive them. | ( ) | ( ) | ( ) | ( ) |

SHARING

| | | | | |
|---|---|---|---|---|
| 26. I will work at being sensitive and observant to see and listen to the needs of my companions and students. | ( ) | ( ) | ( ) | ( ) |
| 27. I will spend time to feel good about my strengths and abilities and accept and improve on my weaknesses. | ( ) | ( ) | ( ) | ( ) |
| 28. I will work at a life of discipline in my personal life so that I spend every moment of my life usefully. | ( ) | ( ) | ( ) | ( ) |

...23.

| | high | much | some what | low |
|---|---|---|---|---|
| 29. 29. I will joyfully praise and appreciate my companions and students about their abilities and good qualities. | ( ) | ( ) | ( ) | ( ) |
| 30. I will work at not being depressed, and go to someone else for guidance and support. | ( ) | ( ) | ( ) | ( ) |

**OBJECTIVE FOUR - SOCIAL LEVEL**

SINCERITY

| | | | | |
|---|---|---|---|---|
| 31. I will sincerely acknowledge my talents and abilities when I am required to share them. | ( ) | ( ) | ( ) | ( ) |
| 32. I will be sincere in my talk to my superiors, companions and students. | | | | |
| 33. I will work at becoming a sincere and a devoted teacher of my students. | ( ) | ( ) | ( ) | ( ) |
| 34. I will not hide when work has to be dome during activities and programmes, but sincerely make myself available | ( ) | ( ) | ( ) | ( ) |
| 35. I will develop a sincere interest all inmy college, my companions and students. | ( ) | ( ) | ( ) | ( ) |

SHARING

| | | | | |
|---|---|---|---|---|
| 36. I will look out for those in need and share something of my good things with others. | ( ) | ( ) | ( ) | ( ) |
| 37. I will make a deliberate effort to know the names of all my classmates and students and talk to as many as possible. | ( ) | ( ) | ( ) | ( ) |
| 38. I will willingly participate in the camp and tour and community service activities. | ( ) | ( ) | ( ) | ( ) |
| 39. I will show joy when I am with others and even share some sweets/lunch with my companions. | ( ) | ( ) | ( ) | ( ) |
| 40. I will take the initiative to offer my help in college and in school, even before I am asked to. | ( ) | ( ) | ( ) | ( ) |